DOCUMENT RESUME

ED 430 886 SO 030 615

TITLE	Skills-Based Scope and Sequence Guide: Art Grades K-6. Target Skills & Sample Assessment Methods.
INSTITUTION	Idaho State Dept. of Education, Boise.
PUB DATE	1997-00-00
NOTE	35p.; For additional Idaho Scope and Sequence Guides, see SO 030 614-616.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; *Art; *Art Education; Elementary Education; *Evaluation Methods; Learning Strategies; Public Schools; *Skill Development; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS	*Idaho; Scope and Sequence

ABSTRACT

This guide is organized into a suggested list of art skills that all Idaho students should know and be able to do at each grade level from kindergarten through sixth grade. The guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. Its purpose is to help build a basis for curriculum development, instructional strategy and assessment practices, and to provide consistency across the state in what is being taught and learned. The listed set of art skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. Sample assessment methods to be used by teachers are included. "Target skills" and "sample assessment methods" are the headings for the chart. Skills are identified by grade level and selected according to: (1) the knowledge of many classroom teachers; (2) skills identified in scope and sequence charts of textbooks on Idaho's textbook adoption list; (3) skills measured on the Iowa Test of Basic Skills; (4) skills measured on Idaho's direct assessments; and (5) input from educators, patrons, and teachers. (BT)

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Skills-Based Scope and Sequence Guide

Art
Grades K-6

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Target Skills
&
Sample Assessment Methods

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Compiled
1997

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Aesthetic Understanding										
1. Identify the elements and principles of design, media tools, and techniques used to create a work of art to express an idea, experience, or feeling.	X			X	X		Discuss an artwork using knowledge of the elements and principles of design, media, tools, and techniques used by the artist. (* Aesthetic scanning) Identify an idea, experience, or feeling. the artist may have been expressing.	X	X	
2. Make connections between visual art and other disciplines within the curriculum of the school.	X	X		X	X		Identify similar characteristics between visual arts and other disciplines within the curriculum of the school.		X	X
Art Criticism										
1. Recognize that there are similar and different responses to specific artwork.	X				X	X	Respond verbally individual feelings about an artwork and compare responses.	X		
Art History										
1. Demonstrate an understanding of visual art in relation to history and cultures.	X			X		X	Identify an artwork as belonging to a certain time or culture.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Production										
1. Create a design using elements (texture, line, shape, form, space, and color) and principles (balance, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety) of design using a variety of media (materials) and techniques.	X			X	X	X	Identify the element(s) of design used and explain how the principle(s) was used in their artwork.	X	X	
2. Using different media, tools, and techniques express ideas, experiences, feelings, and stories.	X			X		X	Demonstrate and explain how different media, tools, and techniques are used to communicate ideas, experiences, feelings, and stories.		X	X

* Note: The aesthetic scanning approach to art is a way to begin a study of the works of art. This approach is designed to involve the student in actually seeing what is in a work of art, and to talk about it in relationship to its sensory, formal, technical, and expressive properties. Refer to pages 6-11 of the *Visual Art Course of Study - Curriculum Guide, Grades K-6, Idaho State Department of Education, 1995*.

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Aesthetic Understanding										
1. Identify the elements and principles of design, media tools, and techniques used to create a work of art to express an idea, experience, or feeling.	X			X	X		Discuss a work of art using knowledge of the elements and principles of design, media, tools, and techniques used by the artist. (* Aesthetic scanning) Identify an idea, experience, or feeling the artist may have been expressing.	X	X	
2. Make connections between visual art and other disciplines within the curriculum of the school.	X	X		X	X		Identify similar characteristics between visual arts and other disciplines within the curriculum of the school.		X	X
Art Criticism										
1. Recognize that there are similar and different responses to specific artwork.	X				X	X	Respond verbally individual feelings about an artwork and compare responses.	X		
Art History										
1. Demonstrate an understanding of visual art in relation to history and cultures.	X			X		X	Identify an artwork as belonging to a certain time or culture.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Production										
1. Create a design using elements (texture, line, shape, form, space, and color) and principles (balance, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety) of design using a variety of media (materials) and techniques.	X			X	X	X	Identify the element(s) of design used and explain how the principle(s) was used in the students' artwork.	X	X	
2. Using different media, tools, and techniques express ideas, experiences, feelings, and stories.	X			X		X	Demonstrate and explain how different media, tools, and techniques are used to communicate ideas, experiences, feelings, and stories.		X	X

* Note: The aesthetic scanning approach to art is a way to begin a study of the works of art. This approach is designed to involve the student in actually seeing what is in a work of art, and to talk about it in relationship to its sensory, formal, technical, and expressive properties. Refer to pages 6-11 of the *Visual Art Course of Study - Curriculum Guide, Grades K-6, Idaho State Department of Education, 1995*.

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Aesthetic Understanding										
1. Identify the elements and principles of design, media tools, and techniques used to create a work of art to express an idea, experience, or feeling.	X			X	X		Discuss an artwork using knowledge of the elements and principles of design, media, tools, and techniques used by the artist. (* Aesthetic scanning) Identify an idea, experience, or feeling the artist may have been expressing.	X	X	
2. Make connections between visual art and other disciplines within the curriculum of the school.	X	X		X	X		Identify similar characteristics between visual arts and other disciplines within the curriculum of the school.		X	X
Art Criticism										
1. Recognize that there are similar and different responses to specific artwork.	X				X	X	Respond verbally individual feelings about an artwork and compare responses.	X		
Art History										
1. Demonstrate an understanding of visual art in relation to history and cultures.	X			X		X	Identify an artwork as belonging to a certain time or culture.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Production										
1. Create a design using elements (texture, line, shape, form, space, and color) and principles (balance, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety) of design using a variety of media (materials) and techniques.	X			X	X	X	Identify the element(s) of design used and explain how the principle(s) was used in their artwork.	X	X	
2. Using different media, tools, and techniques express ideas, experiences, feelings, and stories.	X			X		X	Demonstrate and explain how different media, tools, and techniques are used to communicate ideas, experiences, feelings, and stories.		X	X

* Note: The aesthetic scanning approach to art is a way to begin a study of the works of art. This approach is designed to involve the student in actually seeing what is in a work of art, and to talk about it in relationship to its sensory, formal, technical, and expressive properties. Refer to pages 6-11 of the *Visual Art Course of Study - Curriculum Guide, Grades K-6, Idaho State Department of Education, 1995*.

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Aesthetic Understanding										
1. Analyze and interpret a reproduction/artwork for content and artist's intended message.	X			X	X		Identify subject matter, themes, symbols, and structural organization to analyze and interpret the artist's message.	X	X	
2. Make connections between visual art and other disciplines within the curriculum of the school.		X		X	X		Identify similar characteristics between visual arts and other disciplines within the curriculum of the school.	X	X	
Art Criticism										
1. Explain, interpret, and analyze artwork.		X		X		X	Examine their own artwork, or that of others, answer specific questions about the elements and principles of design, techniques of production, and give an emotional response to the work.	X	X	
Art History										
1. Recognize reproductions/works of art as a specific style, or as produced by a specific artist.				X	X		Classify a work of art as being a specific art style or having been produced by a specific artist by identifying characteristics of the style or artist's work.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Production										
1. Demonstrate an understanding of the elements (texture, line, shape, form, space, and color) and principles (balance, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety) of design using a variety of media (materials) and techniques.		X		X		X	Create artwork to reinforce knowledge of the elements and principles of design using a variety media, tools, and techniques. Demonstrate the use and care of a.variety of art tools and equipment.		X	X

* Note: The aesthetic scanning approach to art is a way to begin a study of the works of art. This approach is designed to involve the student in actually seeing what is in a work of art, and to talk about it in relationship to its sensory, formal, technical, and expressive properties. Refer to pages 6-11 of the *Visual Art Course of Study - Curriculum Guide, Grades K-6, Idaho State Department of Education, 1995.*

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Aesthetic Understanding										
1. Make connections between visual art and other disciplines within the curriculum of the school.		X	X	X	X		Identify similar characteristics between visual arts and other disciplines within the curriculum of the school.	X	X	X
Art Criticism										
1. Using *aesthetic scanning, assess the characteristics of a variety of artwork.		X	X	X	X		Describe how the artist's experiences influence the development of a work of art. Describe how a person's experiences and knowledge influence responses to a work of art.	X	X	
Art History										
1. Demonstrate an understanding of visual art in relation to history, cultures, and artists.	X	X		X	X		Catagorize reproductions/artwork as being created by specific artists or cultures, or as belonging to a specific art style or movement.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Production										
1. Create an artwork that communicates an intended message using learned elements (texture, line, shape, form, space, and color) and principles (balance, emphasis, movement, pattern, proportion, repetition, rhythm, unity, variety) of design, a variety of media (materials), and techniques.			X	X	X	X	Interpret the intended message of the artwork by identifying objects, symbols, elements and principles of design, media, and techniques used to communicate the message, and explain how they helped to express the message. (*Aesthetic scanning)	X	X	X

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Aesthetic Understanding										
1. Make connections between visual art and other disciplines within the curriculum of the school.		X	X	X	X		Identify similar characteristics between visual arts and other disciplines within the curriculum of the school.	X	X	X
Art Criticism										
1. Compare/contrast the characteristics of two or more artworks that share similar subject matter in relation to history, culture, and artist.			X	X	X		List similarities/differences of the characteristics of two or more artworks that share artistic, historical, and cultural origins.		X	X
Art History										
1. Demonstrate an understanding of artistic, historical, and cultural art styles.		X	X	X	X	X	Create artwork imitating artistic, historical or cultural art styles.	X	X	X
Production										
1. Select media (materials), tools, and techniques based on their effectiveness to communicate an idea in an artwork.		X	X		X	X	Explain how the media and techniques used to create a composition were effective in communicating their idea. (*Aesthetic scanning)		X	

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Aesthetic Understanding										
1. Investigate how time and place (such as climate, resources, and technology) influence visual characteristics that give meaning and value to a work of art.		X	X	X	X		Analyze, describe, and demonstrate how time and place influence visual characteristics that give meaning and value to a work of art. (*Aesthetic scanning)	X	X	X
Art Criticism										
1. Create and analyze artworks using historical and cultural context using *aesthetic scanning.			X	X	X	X	Construct an explanation of how artwork imitates a specific time period or culture.	X	X	X
Art History										
2. Make connections between visual art and other disciplines within the curriculum of the school.		X	X	X	X		Identify similar characteristics between visual arts and other disciplines within the curriculum of the school.		X	X
Production										
1. To enhance experiences of working with varied media and techniques, intentionally select art media and techniques for their qualities, characteristics, and effectiveness to express an idea.		X	X		X	X	Analyze how the qualities and characteristics of the media and techniques used were effective/not effective in communication their idea.		X	

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